



Richmond State School

Deeds Not Words

Year 6, Term 3 2026 Curriculum Overview

English

In this unit, students explore a range of print and digital texts, including stories, factual texts and persuasive texts that investigate the question 'What business would benefit Richmond?'. They learn how authors and speakers use language and persuasive techniques to influence an audience, while developing skills to identify different viewpoints, recognise bias and support their own opinions with evidence.

Throughout the unit, students strengthen their reading, writing and speaking skills by analysing persuasive texts and creating their own. They will write a persuasive piece that presents a clear viewpoint and encourages others to act, before using their writing to plan and deliver a persuasive oral presentation.

Key Concepts & Vocabulary:

Business, community, innovation, solution, persuade, audience, opinion, bias, sustainable, environmental impact, social impact, economic impact, justify, call to action, research, emotive language, perspective, persuasive devices, language features, sentence variety

Mathematics

In this unit, students develop their mathematical skills by applying fractions, decimals and percentages to compare quantities and solve real-world problems. They use mathematical modelling to investigate practical situations, select appropriate strategies and explain their solutions. Students also build their understanding of measurement and geometry as they construct and measure angles, connect 3D objects with their nets, and measure length, mass, capacity, area and perimeter using appropriate metric units.

Key Concepts & Vocabulary:

Fraction, numerator, denominator, equivalent, lowest common denominator, benchmark number, decimal, percentage, proportion, model, estimate, operation, metric units, area, perimeter, angle, degrees, net

Science

Students will investigate how environmental conditions affect the growth and survival of living things. They will plan and conduct fair tests using simulations, identify variables, and consider safety in their methods. Students will collect and analyse data, then communicate their findings using a range of formats. They'll explore how changes in the environment—both natural and human-made—impact plants and animals

Key Concepts & Vocabulary: mould, bacteria, micro-organisms, variables, controlled environment, scientific representations, populations

HASS (Humanities and Social Sciences)

Students will explore how communities make responsible decisions when resources are limited. They will evaluate business proposals for developing a vacant block of land by considering environmental, economic and social impacts. Students will investigate opportunity cost, trade-offs and sustainability before recommending the proposal that will provide the greatest long-term benefit for the community, supporting their decision with evidence.

Key Concepts & Vocabulary: community, business proposal, goods and services, resources, opportunity cost, trade-off, sustainability, consumer, economy, stakeholder, environmental impact, social impact, economic impact, evaluate, justify.

Design and Technologies

In Semester 2, Students will investigate how design features influence the speed and performance of a CO₂-powered race car. They will explore scientific concepts including aerodynamics, forces, friction and material selection while applying the design process to research, sketch, manufacture, test and refine a high-performing vehicle. Students will safely use workshop tools, evaluate their design decisions and justify improvements based on testing and performance data.

Key Concepts & Vocabulary:

aerodynamics, forces, friction, drag, propulsion, CO₂ cartridge, materials, design brief, specifications, prototype, testing, refinement, performance, evaluation, sustainability

The Arts- Dance

Students will explore how dance is used to communicate ideas, emotions and stories. They will develop their confidence by learning and performing a variety of dance styles while building skills in coordination, balance, rhythm and teamwork. Students will investigate the elements of dance and use these to create their own movement sequences inspired by symmetry and other creative ideas. Throughout the unit, students will reflect on performances, learn about dance from different cultures and work collaboratively to choreograph and perform for an audience. This unit encourages creativity, communication, resilience and respectful participation while developing performance and movement skills.

Key Concepts & Vocabulary:

Space, Time, Dynamics • Relationships • Symmetry • Canon • Unison • Choreography • Performance • Rhythm

Health and Physical Education

Health: In Health, students will explore drink products that contribute to health and wellbeing. They will focus on investigating a variety of drink options and the effects they have on their body. Students will learn how to interpret nutritional information on drink labels and identify how much sugar is in each drink and other items such as sodium and fat.

PE: In PE, students will learn to perform specialised tennis skills, to create space on the court during rallies and to demonstrate fair play. They will perform forehand and backhand groundstrokes and combine direction, force and depth of tennis shots to manipulate opponent positioning during games. Students will also learn skills to work collaboratively during tennis activities and games.

Key Concepts & Vocabulary: forehand, backhand groundstrokes, direction, force, depth, positioning, defend, control, accuracy, fair play and respectful relationships, RDI (Recommended Daily Intake), kilojoules, sodium, sugar, nutrition

Year 6, Term 3 2026 Assessment Calendar

English Teacher: Katie Amini & Bethea Pattel Contact: kmath112@eq.edu.au / bpatt15@eq.edu.au	Assessment name: Express an opinion Assessment technique: Writing and presentation Due date: Weeks 7-9		
Mathematics Teachers: Katie Amini Contact: kmath112@eq.edu.au	Assessment name: Design a board game and answers for challenge cards (modified), Converting units of measurement and solving area and angle problems Assessment technique: Short response Due date: Weeks 3-9		
Science Teacher: Jaimee Baartz Contact: jbaar16@eq.edu.au	Assessment name: Life on Earth Assessment technique: Experimental Investigation Due date: Weeks 5, 7 & 9		
HASS Teacher: Bethea Pattel Contact: bpatt15@eq.edu.au	Assessment name: Local Business Decisions Assessment technique: Case Study Due date: Weeks 7-9		
Health and Physical Education Teacher: Jaimee Baartz Contact: jbaar16@eq.edu.au	<table> <tr> <td> Assessment name: What am I drinking? Assessment technique: Exam Due date: Week 4, 6 and 7 </td><td> Assessment name: Over the net Assessment technique: Practical Due date: Week 6 and 7 </td></tr> </table>	Assessment name: What am I drinking? Assessment technique: Exam Due date: Week 4, 6 and 7	Assessment name: Over the net Assessment technique: Practical Due date: Week 6 and 7
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Design and Technologies Teacher: Terry Macerlean Contact: tpmac0@eq.edu.au	Assessment name: Innovative Transport Design: Portfolio Assessment technique: Design Portfolio and Prototype Project Due date: Term 3 Weeks 10 and Term 4 Week 7		
The Arts - Dance Teacher: Bethea Pattel Contact: bpatt15@eq.edu.au	Assessment Name: Let's Dance Assessment technique: Collection of Written Work, Creation and Dancing Due date : Weeks 6-10		